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ABSTRACT

Observable teacher behaviors were identified, by teachers and students in English and physical education classes, as either enthusiastic or not enthusiastic. Teachers described their own behaviors and students reported teacher behaviors by describing, in detail, specific events when teaching was perceived as enthusiastic and when teaching was perceived as not enthusiastic. Twenty enthusiastic behaviors were classified from behaviors reported by teachers and students. Participants agreed on five of the highest-ranked enthusiastic behaviors: participation, humor, encouragement, praise, and momentum. Of the 16 behaviors classified as not enthusiastic, the behavior reported most frequently by teachers was disinterest, while students more frequently reported detachment as not enthusiastic. Teachers, more frequently than students, reported behaviors pertaining to the presentation and delivery of content material. Students tended to report behaviors related to classroom climate. Behavioral categories differed between teachers of English and physical education; behaviors emphasized by teachers and students in English focused on content delivery and classroom atmosphere, while teachers and students in physical education stressed personal interaction skills. Appendixes include samples of forms used in the study, lists of enthusiastic and unenthusiastic behaviors, and charts showing frequency of their occurrence in classroom interaction. (JD)

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BEHAVIORS REPORTED BY TEACHERS AND STUDENTS

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Teacher Enthusiasm: Behaviors
Reported by Teachers and Students
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ABSTRACT

This proposal presents the design of a study used to define teacher enthusiasm in observable behaviors as reported by individuals engaged in the teaching-learning process. Flanagan's Critical Incident Technique was used to obtain information systematically from secondary school teachers and students. A standardized interview procedure was used to collect the data. Reliability was established separately for each set of guidelines used in analyzing the data. Results indicated that there are sequences of behaviors which can be classified into twenty Enthusiastic Categories and sixteen Not Enthusiastic Categories. The results indicate that teacher enthusiasm is composed of behaviors demonstrating both interpersonal and pedagogical skills.

Some teachers are enthusiastic, while others are not. The concept of teacher enthusiasm is not new. A review of the literature supports the importance of teacher enthusiasm to student learning and attitudes.

What is enthusiastic teaching? There are a variety of non-behavioral and behavioral descriptors which were derived from a number of sources. Non-behavioral descriptors, such as "exciting" and "dynamic" denote abstract qualities and must be subjectively interpreted.

Only recently have behavioral descriptors, such as "rapidity of speech," "gestures," and "smiling," been used which identify specific and discrete actions. Although they allow for objective, observable, and quantifiable descriptions of teachers' verbal and nonverbal actions, the major problem has been that they were derived from the opinions of researchers, teachers, and students.

PURPOSE

The purpose of this study was to derive a definition of teacher enthusiasm from teachers and students who are direct participants in the teaching-learning process. The study was undertaken to identify a list of observable teacher behaviors representing the construct of teacher enthusiasm.

The significance of this study is that the descriptors of teacher enthusiasm are not only reported by teachers and students who are directly engaged in the teaching-learning process, but more importantly are derived from actual, firsthand observations of specific teaching situations.

METHODOLOGY

For this study, teacher enthusiasm referred to an affective state

displayed by teachers while performing the act of teaching. The teaching act was limited to the actual time teachers are in the classroom, gymnasium, or on the playing fields during a regularly scheduled teaching period.

The participants were teachers and students in English and physical education from secondary public schools in Massachusetts.

The Critical Incident Technique, developed by Flanagan (1954), was the research procedure used to collect data for this study. This technique is based on the belief that participant identification of crucial behaviors is critical in investigating the interpersonal dynamics of complex social events. The technique allows for collecting behavioral details from actual observations of teaching acts, rather than collecting the construct of teacher enthusiasm from personal opinions, intuitions, or judgment.

In this study, teachers described their own behaviors, while students reported the behaviors of teachers. Each teacher and student was asked separately to describe in detail a specific event on a particular day when teaching was enthusiastic and one when teaching was not enthusiastic. Descriptions were written on single page, open-ended response forms labelled separately as ENTHUSIASTIC and NOT ENTHUSIASTIC (see examples in Appendix 1).

Three steps were involved in analyzing the forms:

1. identification of teacher behaviors,
 2. extraction of themes by sequencing related behaviors, and
 3. formulation of categories resulting from grouping of similar themes
- (see Appendix 2).

In order to reduce subjectivity in analyzing the forms, three analytical guidelines were developed for screening forms for usability, extraction of themes, and generation of categories. Each of these guidelines was successfully tested for reliability.

RESULTS AND DISCUSSION

The final analysis resulted in two sets of behavioral categories for teaching--ENTHUSIASTIC and NOT ENTHUSIASTIC. These categories fulfilled a primary purpose of this study--i.e., to produce descriptors based on actual observations of participants in the teaching-learning process.

Twenty ENTHUSIASTIC categories were classified from behaviors reported by teachers and students (see Appendix 3).

Some of these categories were

- Interest in Students
- Interest and Involvement in Subject Matter
- Momentum
- Humor
- Participation
- Praise and Feedback

Although not ranked in the same order, teachers and students agreed on five out of the seven highest-ranked enthusiastic categories. These were:

- Participation
- Humor
- Encouragement
- Praise
- Momentum

Sixteen NOT ENTHUSIASTIC categories were classified from teacher and student responses (see Appendix 4). These included

- Disinterest
- Anger
- Negativism Toward Subject Matter
- Threat or Punishment
- Withdrawal.

The most frequent NOT ENTHUSIASTIC category reported by teachers was Disinterest, while students more frequently reported Detachment.

How do these categories relate to the role of teachers and students?

Teachers, more frequently than students, reported behaviors pertaining to the presentation and delivery of content material--for example,

ENTHUSIASTIC Categories

Momentum
Interest and Involvement
in Subject Matter
Creation of Relevance

NOT ENTHUSIASTIC Categories

Disinterest
Mechanization/Depersonal-
ization
Frustration → Quitting

Students more frequently than teachers, reported behaviors relative to the climate or atmosphere for learning--for example,

ENTHUSIASTIC Categories

Creation of Positive Climate
Interest in Students
Humor

NOT ENTHUSIASTIC Categories

Detachment
Threat or Punishment

These differences between teachers and students responses appear to be indicative of each group's primary function in the teaching-learning process. Teachers perceive their role as transmitters of information, while students perceive themselves as receivers of information interacting in particular learning environments. As receivers, students have expectations and concerns about their learning environment.

Data analysis also revealed descriptive differences between the subject areas of physical education and English. Behavioral categories from teacher's responses in the two subject areas differed in their distribution of ENTHUSIASTIC categories. Teachers in physical education reported behaviors classified into categories of

Praise and Feedback
Encouragement
Humor

(see Appendix 5)

while English teachers more frequently reported behavioral categories of

Momentum
Interest and Involvement in Subject Matter
Creation of Relevance.

Students in physical education reported ENTHUSIASTIC behaviors categorized as

Participation
Encouragement
Praise (see Appendix 6)

while students in English more frequently described behavioral categories of

Creation of Positive Climate
Humor
Interest and Involvement in Subject Matter

The behaviors emphasized by teachers and students in English focused on content delivery and classroom atmosphere; while teachers and students in physical education stressed personal interaction skills. This was not surprising since the subject matter of English contains a high proportion of cognitive content compared with physical education which focuses on kinesthetic and psychomotor content. These behaviors are needed in physical education to encourage voluntary participation in psychomotor activities. Examples of reported categories needed in physical education included ENTHUSIASTIC categories of

Encouragement
Participation
Creation of Positive Climate

while NOT ENTHUSIASTIC behavioral categories included

Disinterest
Anger
Withdrawal (Frustration → Quitting was the comparable category of teachers).

To summarize, ENTHUSIASTIC teaching has been identified as a construct comprised of numerous behaviors classified into categories. Teacher enthusiasm is not limited to isolated behaviors such as raising an eyebrow or making specific body movements as previously employed by researchers and reviewers; but is defined as sequences of interconnected enthusiastic actions.

ENTHUSIASTIC categories contain behaviors which seem less dependent on abstract qualities, such as "outgoing" or "warm," and rely more on role expectation for teachers, such as positive interaction or content delivery skills. Therefore, the identification of behaviors makes it impossible to believe that teacher enthusiasm is only a matter of "personality" or pretentious act. It is suggested that most teachers have the potential to be enthusiastic because the actions indicative of enthusiasm are recognized in ordinary behaviors which communicate affective states.

APPENDIX 1

Examples of Enthusiastic

and

Not Enthusiastic Forms

sex

subject

experience

matter

ENTHUSIASTIC -- T FORM

DIRECTIONS: Please write in the space below a description of a SPECIFIC instance of your ENTHUSIASTIC teaching behavior. Recall teaching a SPECIFIC class on a PARTICULAR day during this school year when you were feeling extremely ENTHUSIASTIC. Describe the SPECIFIC instance, place it in its proper setting and tell EXACTLY how you, the teacher, BEHAVED in ENTHUSIASTIC ways in that SPECIFIC class on that PARTICULAR day. Do NOT write about enthusiasm in general. I need an ACTUAL instance which occurred this year and which you remember and can describe for me. It is important to describe in DETAIL what you SAID or how you ACTED.

Limit your response to the space below.

sex	grade	subject
	level	matter

NOT ENTHUSIASTIC -- S FORM

DIRECTIONS: Please write in the space below a description of a SPECIFIC event on a PARTICULAR day when you were in class and you thought your physical education teacher was NOT ENTHUSIASTIC. It may be any one of the physical education teachers you have had since September. Describe the SPECIFIC event, tell where it took place and EXACTLY what you, the student, noticed which made you feel that your teacher was NOT ENTHUSIASTIC. Be very SPECIFIC. Do NOT write about just any time when teachers are not enthusiastic. I need an ACTUAL event which you remember clearly and can describe for me. It is important to describe in DETAIL what the teacher SAID and how he/she ACTED.

Limit your response to the space below.

APPENDIX 2
Examples of
Enthusiastic Categories

HUMOR

This category includes unit themes which indicate that the teacher expresses gaiety or amusement. In these themes, teachers' behaviors consisted of two forms for humor: 1) making students laugh--behaviors in which teachers create comedy for the class, i.e., by joking, teasing, or by doing funny activities; and b) reacting to humorous classroom events--behaviors in which teachers share in jovial situations, i.e., by laughing at a student's joke or comical class event.

Themes Excerpted from Teachers

"... The ball was heading toward me since I (teacher) was playing full-back. I kicked the ball and fell on my ass (kids laughed, me too, but got back up for more action)..."
(F-PE-0) [theme: funny event with teacher]

"... I (teacher) laughed... encouraged them to use humorous examples, 'What other funny experiences have you had you can write about.' I was smiling."
(F-EN-0) [theme: humor]

"... I (teacher) found myself enjoying the humor with them; I laughed, I gesticulated, I grimaced."
(M-EN-22) [theme: humor reaction]

Themes Excerpted from Students

"... It was a close game and his team was serving. He said, '... I'm gonna make you eat the ball.' We both laughed and I said, 'Oh, yeah.' Then the ball came to me and I hit (it) hard to his left. He lunged out and tried to hit it over the net but it didn't quite make it over. He made a weird face while laughing because I made him eat the ball."
(M-PE-11) [theme: teasing]

"... She had us describe to her how to make a peanut butter and jelly sandwich, it is not as easy as (it) seems and she new that. She laughed when she did exactly what we told (her to do which) ... was stupid." (M-EN-11)
[theme: humor in activity]

"... We were reading a play which my teacher was very fond of ... and he hammed up the lines so that we were learning, as well as being entertained. He made several facial expressions while he was reciting the piece which made us laugh." (F-EN-12)
[theme: joking in activity]

PARTICIPATION

This category includes unit themes which indicate that the teacher actively engages in or physically performs the learning activity with the students. In these themes, teachers verbally or nonverbally participate with students without communicating a condescending attitude or superior ability.

Themes Excerpted from Teachers

"Actually participated . . . scored the first goal. Let the other team know we were winning 1-0 . . ."
(M-PE-0)

"Since I (teacher) was playing full-back . . . cheered loudly for my team to score, told them who was open and when to shoot. We scored, I jumped up and down, yelling, really getting the game" (F-PE-0)

I (teacher) played right along with the students Found me the biggest challenge Trying to prevent others from scoring, yelling 'groovey' comments to them." (F-PE-10)

Themes Excerpted from Students

". . . when the teacher came out in his gym clothes and played basketball with us . . . asking his team to hustle." (M-PE-10)

"One day we were short a member of our team so our teacher joined outside. She played hard and didn't hold back just because she was a teacher" (F-PE-12)

". . . We had a game and she was on our team When we won, she even enjoyed it she jumped up and down and clapped" (F-EN-9)

APPENDIX 3

Enthusiastic Categories
Generated From Reports By
Teachers And Students

ENTHUSIASTIC Category
Generated from Reports by

Teachers + Students:

- Animation
- Creation of Positive Climate
- Creation of Relevance
- Demonstration
- Encouragement
- Explanation
- Humor
- Ingenuity and Innovation
- Insistence
- Interest + Involvement in Subject
- Momentum
- Participation
- Praise + Feedback
- Role-Playing
- Seeking Student Input

Teachers only:

- Spontaneity

Students only:

- Constructive Criticism/Feedback
- Equality
- Interest in Students
- Organization

FREQUENCY OF CATEGORIZED THEMES EXTRACTED FROM INCIDENTS OF
ENTHUSIASTIC TEACHING REPORTED BY TEACHERS AND STUDENTS IN
PHYSICAL EDUCATION AND ENGLISH

Physical Education and English					
Teachers	Unit Theme		Students	Unit Theme	
	N	%		N	%
Praise and Feedback	35	14	Participation	45	15
Encouragement	25	10	Creation of Positive Climate	33	11
Interest & Involvement in Subject Matter	25	10	Humor	28	9
Momentum	22	9	Encouragement	26	9
Participation	21	8	Interest in Students	26	9
Humor	19	8	Praise	25	8
Ingenuity and Innovation	19	8	Momentum	21	7
Creation of Positive Climate	16	6	Interest & Involvement in Subject Matter	19	6
Creation of Relevance	13	5	Explanation	14	5
Demonstration	11	4	Insistence	13	4
Role-Playing	11	4	Ingenuity and Innovation	11	4
Insistence	9	4	Constructive Criticism/Feedback	9	3
Seeking Student Input	8	3	Demonstration	8	3
Animation	7	3	Role-Playing	7	2
Spontaneity	5	2	Animation	6	2
Explanation	4	2	Seeking Student Input	4	1
			Creation of Relevance	3	1
			Organization	2	1
			Equality	1	-
TOTAL	250	100	TOTAL	300	100

APPENDIX 3

Not Enthusiastic Categories

Generated From Reports by

Teachers and Students

NOT ENTHUSIASTIC Categories
Generated from Reports by

Teachers + Students:

- Detachment
- Disinterest
- Frustration-- Anger (S = Anger)
- Frustration-- Quitting
- Frustration-- Control (S = Control)
- Mechanization/Depersonalization
- Negative Feedback
- Stalling
- Threat or Punishment

Teachers only:

- Anxiety-- Retreat
- Negativism toward Subject Matter

Students only:

- Creation of Negative Climate
- Discrimination
- Ignoring Student Behaviors
- Lack of Participation
- * Withdrawal

APPENDIX 5

ENTHUSIASTIC Categories

Reported by Teachers

In Physical Education and English

FREQUENCY OF CATEGORIZED THEMES EXTRACTED FROM INCIDENTS OF
NOT ENTHUSIASTIC TEACHING REPORTED BY TEACHERS AND STUDENTS.
IN PHYSICAL EDUCATION AND ENGLISH

Physical Education and English					
Teachers	Unit Themes		Students	Unit Themes	
	N	%		N	%
Disinterest	38	20	Detachment	73	24
Frustration → Anger	33	17	Disinterest	40	13
Frustration → Quitting	30	16	Anger	37	12
Frustration → Control	21	11	Mechanization/ Depersonalization	33	11
Mechanization/ Depersonalization	21	11	Withdrawal	19	6
Detachment	18	9	Negative Feedback	17	6
Stalling	11	6	Creation of Negative Climate	14	5
Negative Feedback	10	5	Frustration → Quitting	14	5
Anxiety → Retreat	4	2	Stalling	13	4
Threat or Punishment	4	2	Threat or Punishment	13	4
Negativism Toward Subject Matter	3	1	Control	12	4
			Discrimination	8	3
			Ignoring Student Behaviors	4	2
			Lack of Participation	3	1
TOTAL	193	100	TOTAL	300	100

APPENDIX 6

Enthusiastic Categories

Reported by Students

In Physical Education and English

FREQUENCY OF CATEGORIZED THEMES EXTRACTED FROM INCIDENTS OF
ENTHUSIASTIC TEACHING REPORTED BY TEACHERS
IN PHYSICAL EDUCATION AND ENGLISH

Physical Education	Unit Themes		English	Unit Themes	
	N	%		N	%
Praise and Feedback	25	18	Momentum	17	15
Encouragement	21	15	Interest and Involvement in Subject Matter	15	13
Participation	21	15	Creation of Relevance	11	10
Humor	13	9	Praise and Feedback	10	9
Creation of Positive Climate	11	8	Ingenuity and Innovation	9	8
Interest and Involvement in Subject Matter	10	7	Insistence	9	8
Ingenuity and Innovation	10	7	Role-Playing	9	8
Demonstration	8	6	Seeking Student Input	8	7
Animation	5	4	Humor	6	5
Momentum	5	4	Creation of Positive Climate	5	4
Explanation	3	2	Encouragement	4	4
Creation of Relevance	2	2	Spontaneity	4	4
Role-Playing	2	2	Demonstration	3	3
Spontaneity	1	1	Animation	2	1
			Explanation	1	1
			Participation	-	-
TOTAL	137	100	TOTAL	113	100

ENTHUSIASTIC TEACHING REPORTED BY STUDENTS
IN PHYSICAL EDUCATION AND ENGLISH

-16-

Physical Education	Unit	Themes	English	Unit	Themes
	N	%		N	%
Participation	39	27	Creation of Positive Climate	26	17
Encouragement	26	18	Humor	24	15
Praise	16	11	Interest in Students	16	10
Interest in Students	10	7	Interest and Involvement in Subject Matter	14	9
Momentum	9	6	Momentum	12	8
Demonstration	8	5	Explanation	10	6
Creation of Positive Climate	7	5	Praise	9	6
Constructive Criticism/ Feedback	6	4	Ingenuity and Innovation	8	5
Insistence	6	4	Insistence	7	5
Interest and Involvement in Subject Matter	5	3	Participation	6	4
Explanation	4	3	Role-Playing	6	4
Humor	4	3	Animation	5	3
Ingenuity and Innovation	3	2	Seeking Student Input	4	3
Equality	1	1	Constructive Criticism/ Feedback	3	2
Role-Playing	1	1	Creation of Relevance	3	2
			Organization	2	1
			Equality	-	-
TOTAL	145	100	TOTAL	155	100

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